

MINUTES

May Monthly Meeting on Enrichment Initiative to to Increase Literacy at the Primary School Level Activity Implementation Cooperative Agreement No. AID-532-A-13-00003

DATE: July 24, 2015

PRESENT: A-AOR Bridget Fong-Yee (BFY), PM Dane Richardson (DR), Training Officer Evadne Cowell, (EC) M&E Officer Jo Anderson-Figueroa (JAF), Parent Specialist, Jenifer Brown (JB), Enrichment Specialist, Shauner Murray (SM), arrived late

Action	By	Date	Update
Share feedback on EP Manual	SM	31/7	
Confirm that USAID team has list of all 104 project schools	JAF	27/07	Completed
Call meeting with NPSC and JB to discuss way forward on parents place manual	DR		NPSC has advised that the draft manual will be shared at the Educational Services Meeting on August 10
Follow up with all stakeholders re meeting with ECC, NPSC and JB to establish way forward for assessments of schools and parent places	DR		
Share DF/ MoE MoU with SM	DR	29/7	Completed
Development of workplan of activities in keeping with Scope of Work signed by the Permanent Secretary	JB		
Development of checklist for the assessment of schools and Parent Places	JB		
Update TraiNet with figures ahead of September	JAF	31/8	
Arrange meeting to review liquidation supporting documents	BFY		

DISCUSSION – ISSUES	RESPONSIBLE	DATE
<p>1) Welcome & Call to Order – (DR) Meeting was called to Order by DR (8:35am)</p> <p>2) Confirmation of Minutes & Matters Arising – (DR) Notes were from the last meeting were circulated ahead of this meeting. There were no corrections. Action list was updated as below:</p> <ul style="list-style-type: none"> - DR met with Dr. Michele Meredith of the ESTP regarding the Draft 		

Enrichment Programme Manual. She has agreed to review same and advise on scope and length of document. This will be revisited in light of input from SM noting that a comprehensive review of the draft has already been completed.

- Team to sign off on inventory of books for library corners for additional 7 schools on Thursday 30 July 2015

No other matters arising

3) Project Performance Review (Various)

a. DF Project Activity Update

i. Summer School Wrap up & Evaluation – Grade 1 (EC)

23 July 2015 was the last day of the Student-Parent Summer School. The intervention ran for three weeks. There was overall positive feedback from teachers, principals, and parents around the relevance of the Summer School. Teachers noted that providing food for the students was big draw. Over the course of the three weeks, DF visited 7 schools on various occasions. EC noted that teachers were excited to see parents turn out for some activities. There were fewer fathers than mothers, as expected. Information from schools, including a qualitative assessment, is due in on Friday 31 July 2015 to substantiate transfer of funds to the schools. EC will put together a report on the activity.

EC confirmed that, in most cases, the teachers carrying out the Summer School activities were teachers assigned to the schools in which the activities were taking place. Rennock Lodge All Age was one exception. All of their teachers were unavailable to facilitate the summer school activities. Teachers from neighboring schools were engaged to do so.

DR noted that Mrs. Cecille Young, Literacy Coordinator - Region 6 played a large part in the success of the intervention by providing an intervention scope for the teachers to follow. Another unforeseen success was that some schools also invited new students (students entering Grade 1 in September 2015) to take part in Summer School activities. This allowed them to assess, and to work with the students they will be enrolling in the coming school year.

DR has begun discussions with various stakeholders around the creation of a Grade 1 Summer School Manual so that this type of activity can be easily replicated / scaled. This manual would include all the information provided to schools this year. In addition, the manual will link learning objectives with materials provided to project schools through the Enrichment Programme.

A final decision is to be made around the target Grade for next summer's summer school intervention. In addition, DF would like to examine extending the Summer School by beginning a week or two earlier. It was noted by JB and EC, however, that this is a particularly hectic time for school. Teacher availability in late July / August was also highlighted as a challenge for having the intervention run later instead. The team will seek to engage the schools as early as possible to allow schools to make adequate preparations once a time is decided upon.

ii. Cohort 2 Residential Teacher Training II (EC)

The second and final residential training for Cohort 2 schools took place 13 – 15 July 2015 at the Mandeville Hotel in Manchester. Sixty-three teachers, (61 females, 2 males) from 35 schools in Regions 5 and 6 took part in the training activities in literacy and numeracy, which included the use of materials provided. The Slosson Oral Reading Test was also introduced.

EC noted that a temperature check with Cohort 2 0073schools showed that some teachers are still not as comfortable with technology as we would like. As such, integration of technology, along with literacy and numeracy techniques, will be focused on with the Cohort 3 schools as they move into their in-service training beginning in September 2015.

iii. Principals' Sensitization (DR)

On 14 – 15 July 2015, 60 principals, or their representatives, attended a sensitization and training exercise at RIU Hotel in St. Ann. The two days included presentations and activities lead by the National College on Educational Leadership, (NCEL), the Jamaica Teaching Council (JTC) and Digicel Foundation (DF).

Overall it was an enlightening experience. DF was able to gain further insight into the context in project schools. Principals were at varying points in the development of their leadership skills. The two days focused on having principals understand institutional leadership, and how to operationalize leadership visions and action plans effectively in their schools.

Various principals noted that they found the two days to be useful and expressed disappointment that they had not been presented with an opportunity for this level of engagement before. DF team will seek to provide a similar opportunity to principals of Cohort 1, who were not included in this exercise.

iv. Renovations – Cohorts 2, 3 & 4 (DR)

Renovations at all Cohort 3 schools are now complete. For Cohort 2, only Bryce Primary is outstanding. Renovations at Bryce Primary should be complete by the end of August.

Approval from the USAID Regional Contracting Officer (RCO) was received for

renovations of Cohort 4 schools. We are hoping to begin works the week of 29 July 2015 with May Pen and Osbourne Store Primary Schools. We are hoping to have all retrofitting completed over the summer holidays. Old Harbour Bay Primary, like Bryce Primary, will include additional works; as such it will be addressed last, and may take longer.

v. Library Corners

All books, with the exception of one, are now in the island. On Thursday 30 July 2015, USAID will review these for inventory management purposes ahead of distribution to the schools. It was noted that occasional substitutions are made to the shared list due to the availability of titles. SM notes that the Reggae Readers should not be substituted.

vi. Parenting Assessment Partnership (JB)

Parents' Place Manual: This is being finalized in collaboration with NPSC. This will be worked on over the summer period while schools are not open. It is hoped that this will be finalized by the end of August 2015.

Assessments in schools: Assessments around parental involvement in school activities and governance are to be completed in all 104 project schools. This will be done with the assistance of research officers previously trained by the G2G team as supervisory coaches. Assessments will commence when schools re-open in September. For objectivity, all persons conducting assessments will utilize a standardized check list, which will be established by the G2G team in collaboration with NEI.

Parents' Place: The Parents Place is to be a comfortable, one stop shop for support for parents at a school. It should also allow parents to receive information about the school and to increase collaboration between home and school. SM also notes that Parents' Places were original conceptualized to increase attendance at schools, particularly rural schools, by having parents become more familiar with the school. However, they have become a larger intervention in many cases as they are established on the ground in each school and community.

The assessment of the schools will also include whether schools have a Parents' Place and, if so, what it contains. In keeping with NPSC guidelines, the project will then seek to provide (outstanding) resources to allow project schools to establish functional Parents' Places. The team carrying out assessments will also provide sensitization for principals and other school personnel on what the Parents' Places hope to achieve.

Next Steps: Have a meeting with all parties on the way forward for assessment and establishment of parent places. This meeting will include the ECC, in keeping with the MoE policy for rationalization, and the involvement of the ECC historically in

parenting engagement.

- b. USAID Project Activity Update
 - i. Final Annual Report

The Final Annual Report has been resubmitted. AOR CS will send email acknowledging receipt of same.

- ii. Review of receipts and supporting documents

USAID/Jamaica MD has mandated that AOR's have a look at all original supporting documents for expenditure reports. In keeping with this, BFY will come to the Digicel Foundation offices to review receipts related to DF expenditure reports. This should not interfere with the submission of our financial documents. DR will call BFY once reporting is complete and she will visit the following day..

- 4) Plans to quarter ending September 2015
 - a. Parents' Place Audit & School Situational Analysis
 - i. As above
 - b. Check-off supplementary reading books - Library Corners
 - i. As above
 - c. Year Awards
 - i. Criteria

SM asks for a review of the selection process to ensure that the information being used is verifiable. In particular, she would like to ensure that schools have IDRI data for beginning and end of year in order to establish how many grade levels the schools have moved the students by. Site visits may be needed to assure that IDRI's have been completed. This can be verified on the IDRI Summary Report done by the ECM, or the grade teacher in the case of each school.

DR notes there are various components, including the submission of reports which go into identifying School of the Year awardees. For objective validation, DR suggests that SM or her designate visit shortlisted schools.

SM has suggested that the engagement of parents also be included in the criteria for selection.

- d. Summer School Manual
 - i. Manual to be created with assistance of Mrs. Cecille Young as above.

5) AOB

- a) Summer School (SM)
 - i. SM notes that, she had hoped the summer school would target Grade 3 students and asks if Grade 3 can be

<p>considered for next year's summer school activity. She suggests that Grade 3 would be the more impactful spend of the money.</p> <ul style="list-style-type: none"> ii. DR notes that the original idea was to target Grade 3 students, however, following summer activities this year, and discussions with other persons from the G2G team, we are also considering targeting the Grade 1 students again; however no decision has been made. iii. SM notes that a lot of work is being done at the early childhood level by the national literacy team, among others. She shares that this has been reflected in the improving GOILP performances over the past few years. On the other hand, she notes that the students at Grade 3, who are either performing just on grade, or below grade, are receiving much less support and/or targeted interventions. iv. JB queries whether both grades can be targeted. <p>b) Principal Sensitization (SM)</p> <ul style="list-style-type: none"> i. SM queries why principals are asked to write action plans noting that they are already doing so, and sharing same with their Education Officers (EOs). She further notes that EOs have asked that schools with the Enrichment Programme include the Programme in their plans. DR notes that though we will collect the action plans, they are not for our purposes; we will share them with the EOs. SM will have a conversation with Dr. Taneisha Ingleton, NCEL, around this to ensure that we are not generating additional work for the principals. SM also notes that the EOs ought to have been brought into the conversation earlier if we were planning to share the action plans with them. Following her conversation with NCEL, she will meet with the EOs to let them know what the principals have been asked to do, so that they can follow up as needs must. <p>c) DF/ MoE MOU (SM)</p> <p>SM asks if we have a copy of the Memorandum of Understanding between MoE and DF around the Enrichment Programme . DR notes that though it was shared with the MoE, for review by their legal team, it has not been signed by the MoE. SM asks for a copy of same so that she can share it with the MoE legal team.</p>		
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<p>d) Payment for summer schools (SM)</p> <p>SM queried how this will be done. This will be done by deposit to the school accounts. SM asks to be advised when schools receive their monies so that EOs can follow up; in particular regarding payment of auxiliary workers.</p> <p>e) EP Manual (SM)</p> <p>SM has completed her review following conversation with various persons. This includes necessary reductions. The manual will speak to policy primarily. Roxanne Malcolm Brown's teaching practice will be included as an example of 'Best Practice.' This feedback is being typed up, and will be shared by next week.</p> <p>f) Certification of teachers (SM)</p> <p>EC and SM are in conversations with JTC re certification of teachers. This will not be done until all units' summer trainings are complete. The JTC team will need to see the register from each completed training, for audit purposes, ahead of signing off on, and certification for participants.</p> <p>g) TraiNet (BFY)</p> <p>BFY noted that updates to TraiNet should be made ahead of the close of USAID's financial year on August 31.</p>		
<p>The date of the next meeting is set for August 21, 2015.</p> <p>The meeting was adjourned at 10:31 am.</p>		

DELIVERABLES

TYPE OF REPORTS	Frequency	Deadline	Addressed To
1. Financial Reports			
a. Funds voucher (SF-1034 & Advance/Liq Report)	Monthly	By 15th of each month	sdvouchers@usaid.gov/ AOR (AOR send to FM)
b. Federal Financial Form (SF-425)	Quarterly	45 days after quarter ends	santodomingoobligation inbox@usaid.gov/AO/A OR
c. Accruals	Quarterly	10 days before quarter ends	AOR
d. Final Financial Report	Once	23-May-16	FM/AOR
e. Tax Report	Annually	16-Apr	Supervisory Financial Analyst (avasquez@usaid.gov)/A

			OR
f. Financial Review (USAID FM)	Mid-term	TBD	FM/AOR
g. Audit (Independent)	Annually	4/14/2014 (report due 30 days after audit)	AOR
2. Program Reporting			
a. Annual Implementation Plan	Annually	10-May	AOR
b. M&E Plan	Once	10-May-13	AOR
c. Marking and Branding Plan	Once	24-May-13	AOR/DOC
d. Periodic Reports			
April-June	Quarterly	30-Jul	AOR
July-September (semi-annual report)	every 6 months	30-Oct	AOR, DGP
October-December	Quarterly	30-Jan	AOR
January-March (semi-annual)	Every 6 months	30-Apr	AOR, DGP
e. Performance Reports	As requested	TBD	AOR
f. Final Report	Once	8-Jun-16	AOR
3. Evaluations	Mid-term & Final	TBD	AOR, DGP (mid-internal and USAID procures final, check budget)
4. EMPR	Annually	December	AOR, Environmental Officer
5. Inventory List/Property Title	On going	8-Jun-16	AOR
<u>SUBSTANTIAL INVOLVEMENT CLAUSES</u>			
a. Approval of Annual Implementation Plans			
b. Approval of M&E Plan			
c. Approval of 4 Key Personnel: Project Manager, Accountant, Project Officer - Training, Project Officer - M&E			
d. Involvement in selection of advisory committee members			
e. Prior approval of all sub-awards			
f. Approval of changes in program direction			
g. Monitoring of activity and sites			

